DOCUMENT RESUME

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AUTHOR	Druin, Allison; Solomon, Cynthia
TITLE	Designing Multimedia Environments for Children: Computers, Creativity, and Kids.
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NOTE	263p.; An accompanying CD-ROM, compatible with both Mac and PC operating systems, includes: (1) sample educational and "edutainment" products; (2) videos of successful computer environments for kids; and (3) demo versions of commercial software tools.
AVAILABLE FROM	Wiley Computer Publishing, John Wiley and Sons, Inc., One Wiley Drive, Somerset, NJ 08875 ($44.95; Canada, $62.95); phone (Eastern Division): 201-469-4400; (Western Division): 801-972-5828.
PUB TYPE	Books (010) -- Guides - Non-Classroom Use (055) -- Audiovisual/Non-Print Materials (100)
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DESCRIPTORS	*Design; *Multimedia Instruction; *Multimedia Materials; Online Systems; Optical Disks; Problem Solving
IDENTIFIERS	*Design Methodology; *Multimedia Technology; Papert (Seymour); Suppes (Patrick)

ABSTRACT

This book and the accompanying CD-ROM examine the process of designing multimedia learning environments and the results of and the impact on children of these environments. After an introduction, chapter 1 discusses the origins of educational multimedia environments, presenting initial thoughts on being a designer and focusing on the logo programming language, Seymour Papert, and constructionism; drill-and-practice instruction, Patrick Suppes, and behaviorism; and "meaningful math," Robert Davis, and constructivism. Chapters 2 through 6 address topics of: (1) CD-ROM edutainment; (2) videodisc problem-solving simulations; (3) children's multimedia authoring tools; (4) on-line multimedia environments; and (5) physical multimedia environments. Each of these chapters presents background information, descriptions of sample products, accounts of product strengths and weaknesses, and concluding thoughts. Products described are Living Books, My First Encyclopedia, David Macauley The Way Things Work, and Where in the World Is Carmen Sandiego? (chapter 2); Voyage of the MIMI, Adventures of Jasper Woodbury, and Great Solar System Rescue (chapter 3); Visual Almanac, Kid Pix, and HyperStudio (chapter 4); Technical Education Research Center and Scholastic (chapter 5); and Media Room, LEGO TC Logo, and immersive environments (chapter 6). Chapter 7 explains the activity of innovation, focusing on the work of a design team, an example of a design session, and strengths and weaknesses of the design process. Chapter 8 offers thoughts about tomorrow, suggesting answers to the questions: What will our future approaches to teaching and learning be?, What will our future technologies be?, Where will our future technologies be used?, Where will our future technologies be created?, and What will not change? A chapter-by-chapter bibliography of approximately 200 items is appended. (BC)